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JOURNAL OF EDUCATION

A WEEKLY FOR SCHOOL EXECUTIVES AND TEACHERS

Boston, Mass.
Vol. CXII, No. 7

September 15, 1930

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Editorials

Measure of Education

HORSE power has been the unit of measure for industrial power for a century and a half, and is used today in measuring hydro-electric and all other power, however created or used.

In 1780, one and a half centuries ago, James Watt, the discoverer of steam power, established the unit of measure as the power created by a horse walking in circumference of a circle twenty-four feet in diameter.

Mr. Watt clearly demonstrated that that horse created power enough to raise 33,000 pounds one foot in one minute.

That has been the "horse power" for a century and a half, and will probably be the measure of all power for another century and a half.

A century and a half ago prejudice against steam power in England was so universal and intense that Mr. Watt had to demonstrate the size of a cylinder, the length of the stroke for steam to have power equal to the power of one horse.

Mr. Watt had to describe the power of every steam engine by the number of times it was equal to 33,000 pounds raised one foot in one minute, which was the power one horse could produce.

After a century and a half this measurer of horse power is in universal use in describing power used in locomotive engines, in automobiles, in planes and dirigibles, and is likely to be used for another century and a half.

The world moves, science reveals many things, the laboratory is the creator in industries, but whatever power is created, regardless of its magnitude, is measured for the people who use it by the unit of power of a horse walking in a circle twenty-four feet in diameter in Mr. Worthington's will in Manchester, England, a century and a half ago.

The world moves, science has captured industries, the laboratory creates new raw materials and new forces, so that one is dizzy who tries to keep the pace in anything.

But the achievements of science and laboratories, education and religion, will always be measured by the number of persons raised one degree in civilization in countries and continents.

That horse walking at the end of a twelve-foot pole in Manchester, England, in 1780, has never been superseded.

The teaching of Galileo in the early decades of the twentieth century will be the measure of the best education for centuries to come.

A Guide is Indispensable

THOMAS A. EDISON, Henry Ford, and Harvey S. Firestone, three of the most interesting successful self-made men in the country, have established the fact that a guide is the most important factor in an emergency.

One of the questions conceived an elderly scientist, his wife, two guides, the boy's sweetheart, his best friend and himself lost, and so circumstanced that only three could get out. Which three would be selected by the candidate for the Edison scholarship?

Messrs. Edison, Ford and Firestone agreed that no answer would be acceptable unless one of the three was a guide.

We resist the temptation to moralize about the responsibility of parents, teachers, preachers and other guides of youth.

The Other N. E. A.

THE National Editorial Association, of which we have been a member almost as long as we have been a member of the National Education Association, had one feature at the annual meeting in Milwaukee this year that no meeting of the National Education Association has ever enjoyed.

There were several prizes for editorials, chief of which was a Nash sedan for the best editorial on Wisconsin, and $250 cash prize for the best editorial on Milwaukee.

This is real business.

A Rural School Triumph

FRED J. PAGE, Franklin, Tennessee, superintendent of Williamson County for thirty-two years, has much to show for his long and skillful service with county and country schools.

His latest achievement is one of the most interesting and important in modern education. He has put the schools, urban and rural, on a twelve-months' schedule, adequately demonstrating the great advantages of a school year of four terms, reducing retardation, intensifying interest in school life and promoting efficiency in service and character in personality.

Fred J. Page is in the front rank in modern education creations.

Life Members N. E. A.

THERE are three thousand seven hundred and fifty life members of the National Education Association. This is a gain of fifty per cent. over a year ago.

After the Atlanta meeting last year there were 2,500 life members, and Secretary Crabtree started a campaign to add 1,000 to the life members, and there were 1,250 added. This is 25 per cent. more than he asked for, and the membership is 50 per cent. more now than it was in 1929.

Chenault of Richard City

ROBERT N. CHENAULT, director of the Richard Hardy School, Richard City, Tennessee, has as interesting and inspiring a school as we have seen. It is modern education at its best. The underlying philosophy is character development in the individual lives of boys and girls which embodies a citizenship program. They train the mind and sharpen the wits for a definite purpose, to make the school produce better individuals and citizens.

We have never seen as good a public plant for three hundred pupils of the eighth grade. It is not only built and equipped regardless of cost, but every dollar has been spent scientifically and artistically.

The library has four thousand books carefully selected and there are thirty-six of the best magazines published.

A fortune has been spent on art of various kinds. Children live in an atmosphere that inevitably means culture and character.

The late Richard Hardy, for whom the city is named, was a rural teacher in Michigan when I first knew him. He was then one of the best superintendents of a modest-sized city school system in Michigan.

Fortune favored him and he had large wealth, and was for several years the mayor of Chattanooga with a business of national importance, forty miles away. His chief interest was giving the children of that manufacturing city that bore his name the best school in the world, and so far as my experience goes the children of Richard City have such a school. Mr. Hardy selected Robert N. Chenault to make such a school.

Education Week

EVERY school should have the literature especially prepared by the National Education Association for effective service during Education Week, November 10-16.

The churches should magnify Education Sunday.

Week-day clubs will all gladly co-operate.

The public press was never so ready to promote education as now.

The Journal of the National Education Association, all state educational journals will have abundant information to make Education Week of 1930 by far the most impressive of any national education activity in the New World's history.

Graduate Credits

GRADUATE credits are a necessity as well as a luxury. It is as necessary for college and state college professors, superintendents and high school heads of academic departments to have credits as for an automobile to have an up-to-date license.

The day when it was excusable to make fun of "crediti tis" has passed. There are ridiculous situations in this as in all readjustments to radically new conditions, but these are the exceptions.

There are individuals without credits more efficient scholastically than most persons in similar positions with credits. This is being rapidly corrected. Any persons rendering highly important service better than those with credits are sure to be recognized by universities of high standing. A holder of an honorary degree by a highly conservative university has the distinction of being credited with doing a higher service in quantity and quality than most of those who "earn" these credits "in course" in youth.

It is now so easy for any one to earn credits that those who do not study for credits are regarded as indifferent to progress in their profession.

A notable example of professional zeal is the Indiana State Teachers College at Terre Haute, with the largest summer school in the state. President L. N. Hines joined a large number of his faculty taking courses at the University of Chicago. Dr. Rose Cox and Mrs. Rose Small studied in Heidelberg University, Germany, and Miss Alice Cameron studied in Spain. Miss Frances Dearborn was at Chicago University. Professor F. R. Higgins went to Boulder, Colorado; Professor William Bryant, to Syracuse University; Dr. L. H. Meeks, to Yale University; Professor Shepherd Young, to Harvard University; Mrs. Cecil LaFollette, Miss Helen Price, Miss Flora H. Smith, and Mrs. Hazel Tesh Pfennig enrolled in Columbia University. Professor L. M. Tilson, head of the music department, was at University of Cincinnati. Miss Louise Gillum was at the University of California for graduate work. Professor E. L. Welborn was in Ohio State University.

Education Week November 10-14.

Myth, Fable, Tradition

THERE is no reliable history in myths, fables, or traditions, yet they have been used and maliciously abused by well-intentioned writers of history.

Dr. Charles W. Heathcote, West Chester, Pennsylvania, State Teachers College, in his "Teaching the Social Studies" emphasizes effectively the worthlessness of myths, the deceitfulness of fables, and the stupidity of traditions.

Myths and traditions are especially tragic in education. The myth has played a fatal part in the case of Horace Mann. Tradition is the bane of subject methods and administrative practices.

Who's Who in America

SINCE 1899 "Who's Who in America" has issued sixteen biennial volumes of inestimable service, professionally and commercially.

Of the 29,704 sketches nearly 3,500 are entirely new. Of the fifteenth volume 1,700 sketches have been eliminated because of death or retirement from active professional or business life.

Each of the 28,800 sketches of the fifteenth volume has been subject to revision.

Albert Nelson Marquis has been continuously editor of the volume for the entire thirty-two years. He has in mind every one who should be in "Who's Who" who is not there, and knows instinctively why sketches of people should not be there. There is no equally reliable winnowing process in American public, professional, and business personalities.

In this edition there is a new study of the educational equipment and other sociological factors of those who are listed in the volume. This study shows that nearly 23,000 collegians are represented in the book, and that the college graduates number nearly 20,000. The value of education is presented to the eye in a graph showing that 85 of each 100 persons furnishing educational data attended college and 73 of each 100 were graduated. An independent study of the new sketches in the 1928-29 edition was also made, the details of which are presented in attractive tabular form that cannot fail to arrest the attention of all thinking persons. The relative education of occupational groups is shown in a chart which challenges the closest scrutiny.

"Who's Who in America" is in demand in public school and private libraries everywhere. It carries a veritable history of contemporary American accomplishment, and is invariably consulted in offices and homes for definite and dependable information concerning the leaders in American thought and action.

Connecticut a Character Laboratory

By ALBERT E. WINSHIP

CONNECTICUT is solving the character problems of the family and community about which preachers and teachers, editors and theorists have been talking and writing more or less aimlessly since the modern spirit of freedom has loosened the influence of discipline in family, school and church.

Connecticut has as definite an achievement as Goethals had when he made the yellow-fever-cursed Isthmus of Panama the healthiest spot on the globe.

Connecticut's solution of character problems through the schools is a national as well as a local accomplishment. I think it will mean as much to civilization as it will mean to the homes and churches, industries and commerce of New England.

Mrs. Ruth White Colton is as vitally related to the solution of character problems in Connecticut as Goethals was to the rescue of the Isthmus Canal from the jeopardy of yellow fever.

Goethals accepted without reservation the conclusions reached by the tragic experiences of Jesse W. Lazear and Walter Reed, and stopped all breeding of mosquitoes on the Isthmus.

Yellow fever would have continued as the greatest scourge of the world had it not been discovered that it was a disease which afflicted only human beings, and could not be studied with guinea pigs or white rats.

Mrs. Colton's supreme faith in the efficiency of education in solving problems of childhood and youths was comparable to Goethal's faith that the prevention of the breeding of mosquitoes at Panama would create an ideally healthy condition for the building of the canal.

In these physical, mental and emotional years of youth parental temperature, neighborhood stupidity and religious stagnation breed mosquitolike poisonous resentment when social freedom and independent thinking are viciously challenged.

Connecticut's opportunity to utilize the vision of Mrs. Colton is one of the fascinating incidents of American history.

In 1923-24 Mrs. Colton did effective social service work with children in Brooklyn, which led to her alliance with the National Child Welfare Association of New York City in 1925.

After several months of highly successful presentation of its interests she said at a meeting of the board of directors: "I think we are scattering our influence."

"What would you suggest?" was asked.

"I would take one state, select centres of influence, put one plan in operation in each centre, and supervise it intensively for a year or two, and see what effect it would have on the state."

Mrs. Helen Hartley Jenkins of Connecticut, one of the board members, said: "If you, Mrs. Colton, will go to Connecticut and carry out your suggestion I will finance the plan." Mrs. Colton accepted the challenge.

Mrs. Colton had the hearty support of the Governor of Connecticut and other prominent citizens, among whom were State Superintendent of Education Dr. Albert B. Meredith and Robins B. Stockel, treasurer of the Hartley Corporation, which handles the philanthropies of Mrs. Helen Hartley Jenkins.

Within the year there were fourteen centres of influence in which the plan was so successfully operated as to be known and appreciated through the state.

Public interest eventuated in the creation of "The Bureau of Character Education Research," created by the State Board of Education, December 18, 1928, to which the Hartley Corporation agreed to contribute $5,000 a year for five years. Mrs. Colton was to be director, and the State Board of Education was to provide office rooms, secretarial and other aid.

Dr. Mark A. Day, Dr. Frank E. Spaulding, and Dr. Frank Shuttleworth, all of Yale School of Education, assisted Mrs. Colton in formulating a plan by which the State Department and the Yale School of Education should co-operate for a term of five years.

Already the achievements have made Connecticut's character education nationally famous in character influence in family and community life.

For instance, this summer the warden of the State Penitentiary, Lansing, Kansas, had his daughter, a young teacher, come to the Yale Summer School to take the course given by the "Bureau of Character Education Research." He has said: "If this Connecticut character education plan becomes national the penitentiaries will close."

Belding's Page

Now for Better Selection

WHILE an over-supply of teachers imposes hardship on many individuals, the ultimate result for education will be beneficial. So long as teachers were scarce, the schools were obliged to take the worse ones along with the better. The pity is that some of the inferior material that has entered into the make-up of the schools cannot be discarded in favor of better material now available.

Tenure laws are a great thing, from a labor union point of view. They are not so great from the standpoint of education itself.

Of course the teacher-training schools have a duty not to accept too many applicants. Many of them are cutting down, this year, in the numbers received. This curtailment should enable the schools to pick the candidates best suited for the work of teaching. It is far better that the selection be done at that point than after students have taken their training, only to find themselves among the unfit, in a selective teacher market. The state as well as the candidate should avoid the waste of money involved in fruitless training of those who either lack the proper background or the requisite mentality to become valuable teachers.

You Saw With Your Ears

WERE you listening to Amos 'n' Andy, the other evening, when the dialogue was broken off, and the scene shifted to Curtiss Field, Long Island, where Coste and Bellonte were about to land after their memorable flight from Paris?

You strained your ears to catch every word and sound. It was a thrilling hour.

Half the world, it seemed, was present, in spirit, at this spectacle.

You could hear the explosions of flash powder used by the busy camera men. You saw—in imagination—the huge plane, Question Mark, taxiing up the field—and you wondered how it could be so slow.

You followed the radio announcers as they carried their microphones under the plane, and through the crowd. One announcer started to call it "a mob"; then checked himself, and used the word "crowd" instead. A little lesson in distinguishing synonyms.

You heard the aviatrix who had flown in from Cleveland, that afternoon, extricate herself from a difficult sentence with the strange word, "remarkability."

But France, especially, had tuned in to this program, and you listened to some speeches in French. Of course, you understood them perfectly, for you had studied French in school or college. . . . At any rate, you caught a few of the words and phrases. Young barbarians of your household may have tittered at the foreign tongue; whereupon you inwardly planned to deliver them a lecture, and thought better of it later.

Radio Educates

HERE was an educational program that did not pretend to be one.

> Arrival of the French flyers after the first east-to-west non-stop passage from the mainland of Europe to that of North America —or from Paris to New York, if you please— was an episode in aviation history.

How vividly it recorded itself on the minds of every one who experienced it by radio!

The lesson of daring; the lesson of modesty on the part of heroes; the lesson of the need of an international language; the lesson of distance annihilated—all these were present.

After the breakdown of the classical form of education in this country and the adoption of an elective system, certain of our sages feared a sort of intellectual disintegration. What was there any longer to furnish a common denominator of knowledge? Culture had ceased to have a pedestal. No one would understand classical allusions. What was left that could possibly hold scholars together in the bonds of exclusiveness?

Well, there wasn't much remaining of that sort of thing. Neither was there very much except the daily press to give ordinary folks a common background and topics of conversation.

Now we have radio. It transports us to important events. It enables us to share the same great moments. Also we share programs that are of a lower order.

And throughout the whole of it we still silently marvel and lose some of our cocksureness about the universe. For, was not radio there all the time, ages on end, waiting to be uncovered and developed? What other and more stupendous wonders are surrounding us, yet hidden?

Anson W. Belding

Associate Editor.

Montclair Plan of Character Rating

By HAROLD A. FERGUSON

Principal, Senior High School, Monclair, New Jersey

AN INTERESTING study of a faculty committee of the Montclair Senior High School, covering a period of about a year and a half, was recently completed. A so-called record of "Citizenship" qualities on the report card, which is sent every six weeks to parents, was modified as a result of the investigation.

The report card, before the changes were suggested, furnished an opportunity for teachers to record not only a record of scholastic achievement for each of six marking periods, but also space for each subject teacher to indicate strength, average, or weakness in effort, initiative, co-operation, and dependableness, each marking period. The chief purposes of such a record of character or personality traits were threefold; first, to depart from the ineffectual practice of giving a general mark in conduct or deportment; secondly, to furnish to each teacher an opportunity to evaluate each pupil's conduct, or character, or citizenship; and thirdly, to furnish the basis of a permanent record of qualities other than those indicated by scholarship.

As principal of the Central High School, Akron, Ohio, and as principal of the Battin High School at Elizabeth, N.J., the writer used the same card for almost five years, emphasizing practically the same citizenship qualities. After about one year's experience with the card at Montclair, N.J., a number of the faculty challenged the wisdom of its continued use. The bases for proposing a modification, or even a marked change, in the practice of attempting to evaluate the qualities of citizenship were as follows:—

1. Are such traits as effort, co-operation, initiative, and dependableness, qualities of personality, character, citizenship, or of scholastic achievement?
2. In indicating various degrees of strength or weakness in these qualities, is it the purpose of the teacher to diagnose pupils' character in general, or is it the purpose of the teacher to use such an opportunity for the purpose only of interpreting the scholarship mark to the home?
3. If the latter purpose seems the more acceptable, are not the qualities of such a type as to bring about teacher judgments which are entirely too subjective?
4. Even though the qualities are defined briefly by such questions as: Does the pupil do his best at all times? (Effort), Does the pupil work well with the others? (Co-operation), Does the pupil do work of his own accord? (Initiative), Does the pupil need following up? (Dependableness), there arises too great a disagreement among teachers, pupils, and parents, as to the meaning and significance of the ratings, and of the qualities themselves.
5. Cases were discovered where pupils had been marked weak in effort when after certain facts were disclosed, it was disclosed that these pupils were exerting considerable effort, and as a matter of fact they were trying considerably more than a large number of pupils who were rated as strong in effort. The point is that the teachers felt that they had not only an insufficient basis for arriving at a sound conclusion, but too often they were required to rate pupils at the end of six or twelve weeks, which was entirely too short a time to arrive at what should be important judgments.
6. If the ratings of the particular qualities are to be regarded as character ratings, many teachers, and some parents, hold the very decided opinion that the report should be more confidential, also that it should require more explanation than simply "S," "W," or "A," and furthermore, the reports on such an important consideration as an estimate of character should be made only once or twice a year—at the mid-year to furnish an opportunity for advisers to do some corrective or remedial work, and at the end of the year for the permanent records.
7. Lastly, such differences of opinion as teachers might properly express about the same pupil confuse in the pupil's mind the real significance, not only of honest differences of opinion, but also of the qualities rated, and this confusion is made greater by the well-known differences in individual teacher's standards. The result to some extent is too often, in addition to a confused state of mind on the part of the pupil, an unfortunate ignoring of what might well have been extremely significant.

The committee which deliberated upon the problem sent home to the parents a questionnaire in order to secure suggestions and opinions about the plan which was in operation. Approximately 1,050 questionnaires were sent out and about 450 replies were received. Interestingly, the great majority of the replies received—350—375—indicated satisfaction with the plan as it was functioning. The replies, however, which contained

suggestions for change and improvement agreed to a great extent with some of the opinions which the faculty quite generally held. Two meetings of the Parent-Teacher Association were then devoted to a discussion of the plan in operation as well as some changes suggested by the faculty committee, with the result that a change was suggested by the committee, adopted by the faculty, and finally approved by the superintendent of schools.

The new plan, which will begin to function September, 1930, includes two features; First, a change in the qualities which will be included on the report card; and, secondly, a probable semi-annual and annual attempt to estimate seven or eight pupil-character traits by each teacher.

The new qualities suggested are much more objective and will definitely attempt to explain the scholarship mark to parents. The statement is made upon the report card that better scholastic achievement may be made by the pupil if attention is given to any of the four matters checked, and these are: Preparation of work, co-operation in class activity, attendance, and achievement in tests.

The character reports are to be made by teachers once or twice a year upon specially devised forms resembling some of the college blanks used for the same purpose. These forms are to be sent to the dean of boys or dean of girls, not only for their information, but also for the formation of a composite opinion which is to be placed on permanent records. These character estimates are not to be sent home, but may be available to parents on request.

Whether the change will bring greater satisfaction than the attempt to rate so-called character traits quickly and efficiently will be a basis for interesting observation. At any rate, the teachers who will work the system are favorably disposed toward it, and this is a good start toward its fairly general acceptance.

When Is an Intelligence Test Intelligent?

By P. W. HORN

Lubbock, Texas

NOT long ago a primary teacher was giving an intelligence test to some very small children in West Texas. One of the questions asked in the standard tests was as follows:—

"What would you do if you were out in the yard, and it began to rain?"

Of course, everybody knows what the answer is supposed to be. Even a small child, if he has average intelligence, should have sense enough to come in out of the rain. On the other hand, one small boy being tested answered this question as follows:—

"I would stay out in the yard and get rained on!"

The teacher was a little puzzled to know just how to regard this answer. It was at least at variance from the conventional answer that was expected. As a matter of fact, the answer was exactly what any small boy might reasonably be expected to say at a time when he had not seen any rain for a considerable period. Even a grown person in the drouth of summer would consider it a privilege to stand out in the yard and get showered on. The conventional answer for a normal child would in this particular case have been an indication of abnormality.

There is another question that is sometimes asked of agricultural students in Texas. That question is as follows:—

"If you have plowed up your field and prepared it for planting cotton, would you plant your cotton on the top of the ridges or in the valleys between the ridges?"

There are two ways you can answer this question, and whichever one you take, your answer may be wrong.

As a matter of fact, in South Texas where it rains a great deal any good farmer knows that he ought to plant his cotton on the tops of the ridges made by the plow, so that he will keep it out of the water that is caught in the valleys between.

And in the semi-arid districts of the state every good farmer knows equally well that you ought to plant your cotton in the bottom of the valleys so that it will get the advantage of any water that may fall and be held there. Each answer is right under certain conditions. Neither answer is correct if taken universally.

There are some questions that can be answered by "Yes" or "No," and a given answer is correct all the time. There are a great many more questions that cannot be answered by "Yes" or "No," or may be answered by "Yes" under certain conditions and "No" under other conditions.

Those questions are of greatest educational value that involve discrimination. If discrimination is to be made, this very fact involves the difference in answers under different circumstances. Any

teacher should beware of framing in her own mind an answer to any question which must in her judgment be given under all circumstances.

The more intelligent questions are the ones involving intelligence in the answering. The use of this intelligence will bring out the fact that the question is answered one way under certain conditions and another way under another condition. The cast-iron system of teaching may produce the cast-iron teacher. She will not fit well into a school made up of living, growing human beings.

Pioneering in Education

By WILLIAM JOHN COOPER

United States Commissioner of Education

WITHIN a century our industrial and business progress has amazed the world and places us in a position of unquestioned leadership. This progress has been due primarily to two facts, the study of scientific processes, and the invention of machinery. Jove's bolts and Thor's hammer, which inspired awe and induced worship on the part of our ancestors and which had aroused the curiosity and study of skeptical Benjamin Franklin, have come to be understood through the work of Carnot, Faraday, Maxwell, and others. Through the painstaking work of Edison and his colleagues they now light our homes, turn our spindles, move freight and passengers, convey our thought to distant friends and business associates, and enable us to sit in "robes and slippers" listening to the world's entertainers and thinkers. Quite rightly we have only praise for those who have made possible this progress. "Railways, telephones, telegraphs, and radio broadcasting," writes Professor Pupin, "electric lights, automobiles, and labor-saving devices; electrical transmission of power for the purpose of lightening the burdens of man and beast; all these things are today the honey of our modern civilization. They make human life sweeter and more enjoyable; by eliminating drudgery they afford more leisure for the spiritual, the esthetic, and intellectual activity of the human soul."

We seem to grasp at once the advantages of those things which relieve our muscles of toil, and which bring comforts and luxuries into our every-day existence. We appreciate, even if we do not understand, the basic sciences which make these goods possible. Consequently, we find little hesitation on the part of State Legislatures and of men of wealth to provide funds for buildings and expensive equipment for physics and chemistry. Great engineering and electrical laboratories appear upon the campuses of our institutions of higher learning.

The coming of many of these comforts was predicted some seven hundred years ago by Roger Bacon, who pointed the way to securing them. Stop looking back, give up studying books, and study the world around you—this in brief was his message. Why should not the pioneers of 1930 try this plan in the field of the social sciences? There seems to be those who think that all knowledge of economics is to be found in the works of Adam Smith; who look to the fathers of the Republic for all political wisdom in the solution of twentieth century problems; who seek in the cultures of the past all materials necessary for present-day education; and who believe that all deep insights into the souls of men were possessed by those saints long since in Paradise. We are not making such remarkable progress in solving our international relations, in achieving human brotherhood, in eliminating vice, crime, and immorality, in understanding man's appetites and habits, and in improving his methods of thinking that we can feel satisfied with the old methods. By following the paths blazed by the Clarks, Boone, and other pathfinders, we have won a continent; by accepting the painful path pointed out by Bacon, we have achieved a comfortable existence not enjoyed by kings or dreamed of as realized by even the celestial throng in Bacon's day. Perhaps by following the path indicated by our leading economists, psychologists, and sociologists, the pioneers of 1930 may bring to pass the kingdom of God on this continent. First, we must get the facts. Our colleges need well-equipped laboratories and well-paid staffs in economics, political science, psychology, education and sociology. We need college trustees and presidents who will encourage real research and courageous teaching in these fields. We need newspaper editors and other leaders of public opinion who will rejoice as heartily in the discovery of new facts in these fields as they do when a new machine has been perfected or another human disease conquered.

But more than knowledge is required to insure progress. The principle of the electric magnet may remain a mere academic fact, or be utilized as a plaything, or be made to develop an electric era in the history of the world. There is a vast difference between knowing the right thing to do and doing it as was pointed out many centuries

ago by a Greek historian. There was an old man, Plutarch tells us, who went to see the Olympic games. When he arrived there were no seats left, and he wandered from section to section hunting a possible vacant place. When he reached the section occupied by the Spartans, most of them rose at once and requested him to be seated, whereupon all the Greeks applauded. The old man, turning to the audience, shouted: "Alas! all the Greeks know what is right, but only the Lacedemonians practice it." Similar experiences with individuals are had every day. One such is told by the British scientist, Haldane: "A medical friend," he writes, "recently had to deal with two women brought in, dying of diabetes, to the hospital where he worked. Both had been treated before, and taught to inject themselves twice daily with insulin. But one had broken her syringe and had not troubled to replace it at once, while the other had neglected her injections for two days because she was coming to the hospital in any case for another complaint. Attitudes like this are so common that the discovery of insulin has made no appreciable difference to the mortality in England from diabetes." Until we are ready not only to receive new truth in these fields from the Lynds and the Gleucks, but to apply it in our thinking and acting, we cannot achieve the miracles that come from discoveries in the natural sciences. The century which lies ahead of us should be marked by the opening up of men's minds, the sweeping away of ideas which have grown up more or less hit and miss through the centuries and of planting well established fact where only unfounded prejudice has existed, and the careful nurture of the new crop until a new civilization blossoms.

Parents and the Pupil's Home Work

By GARRY C. MYERS, Ph. D.

Cleveland College, Western Reserve University

One of a series of letters which Uncle Sam asked Dr. Myers to write to parents eager to help their children succeed in school.

IN MANY schools little or no home work is assigned in the lower grades. Most of it merely in the junior and senior high school. How the pupil applies himself to home study will depend pretty largely upon many habits and attitudes which have been cultivated in the home.

Many children fail in school because they do not acquire good study habits out of school. Some earnest parents with good motives but bad wisdom do all sorts of foolish things in relation to the child's study at home.

With the hope of leading parents to be least annoying and more helpful to the pupil in respect to his home assignments, I have written a letter addressed to parents, which is one of a series of twelve letters under the general subject, "Helping Our Children Succeed in School."

These letters were written at the request of the U. S. Bureau of Education, Washington, D.C., and are sent out from it free to all who ask for them. Most of letter number 5 is devoted to this subject. To quote:—

"The child who learns to do some regular routine domestic duties without being told when and what to do, has good training toward the doing of his home work. Parents who are concerned about the child's character, as well as his success in school, should see that he has a regular time and place for study, that nothing interferes with his home work preparation, that when he has written home work he prepares it carefully and neatly, and hands it in at school on time. Many a boy and girl fails in high school just because he neglects home work, and does not get his written assignments into his teacher's hands on time.

"We can prevent such disasters if we succeed in building up good home study habits in the child when he gets his first home work assignments. Home work unfortunately is not always assigned in regular amounts; some days are wholly free from it. To have no home work on some evenings makes study on other evenings more arduous and tempts some children to misinterpret the facts, reporting that they have no home work when they really have.

"It may sound well 'to let the child take his medicine,' since if he fails he is punished by the failure. But such punishment comes in too large doses, and comes too late for him to reap much benefit. A better way is for us to do our best to help guarantee that the child 'passes' day by day so far as he is able to do so.

"If no report comes from the teacher at the end of four or six weeks we should ask for one. Suppose the grades are not satisfactory. Then whether the child says he has home work or not, see to it that he goes to work each evening, after supper, for one half-hour. He can read if he has no lessons. Then he will lose all temptation to

slight his home work. He will develop the 'evening study habit.' Consider your part of the program a success when, without a word from you, the child each evening at a regular hour goes to his studies. Holidays and week-ends play havoc with school work. The poorest lessons are recited, as a rule, on Monday. It is hard to break with traditions; but the surest way to get home work done is to do it on Friday evening. Then two evenings ahead are free. With most pupils there is no regular week-end night for home work; for some no night at all. Assign one of the week-end evenings as a study evening. On this and on all other study evenings permit no interruptions.

"Whether the child is setting the table, getting a meal, washing the dishes, cleaning the basement or preparing a lesson in English literature, it is important that he goes right at the job and sees it through. It is hazardous for him to pause in the midst to read a comic strip or to ramble off into some investigation. If a playmate drops in the job must go on just the same.

"Don't tell the child when to begin. He will learn to 'dilly-dally'; he will invent all sorts of good reasons for his loitering; on 'good grounds' he will also often leave his work right in the midst of it. Let the clock tell the child when to begin; let him be his self-starter. Make him responsible. Don't interrupt the child while he is at his home work by a question or remark addressed to him. So far as possible provide a quiet place where he can study all alone. But the average child cannot have such a place. He can learn, however, to adapt himself to the family noises as he regularly applies himself to his work. Don't tiptoe about and whisper to avoid disturbing your child at study. Such performances are always distracting. Furthermore, when the family go to very great inconvenience for the child he gets too much attention; they contribute too much self-denial. Move about, therefore, and speak naturally. Avoid talking about those things which have overpowering lure for the child; create also an atmosphere of 'all going well.'

"Some children in high school have such a heavy program and take their work so seriously that their home work provides them ample duties. Some such children should have nothing else to do. The school child who keeps up with all his assignments is getting splendid training in habits of responsibility. Character training comes from doing alone, under self-compulsion and self-direction, things which have immediate and future value. For the average child there is nothing of more value in all the world than this school work.

"We parents often overlook this fact. Some parents think there comes a certain magic moral value from washing dishes or from running errands. But in 'digging out' a page of Caesar all alone, solving several originals in geometry, or writing a good book review on time, and in accordance with definite directions, there are few moral equivalents.

"Shall we help our children with their home work? Of course; when we are able, and when they really need our help. In case we do assist let us find out exactly how the work is to be done. Ways of doing things have changed. If we teach forms of doing home work which are different from those learned by the child, he is confused. He also may be annoyed; for as he observes the difference and attempts to tell us so, we are likely to be irritated, and there results a general uprising of emotions. We parents, jealous of our prerogative and pride, are easily offended if our child tries to show us we are wrong.

"The child at best makes some mistakes. He makes more when we help him, as a rule. He knows that we notice them and are annoyed by them. His awareness of our irritation adds to his distraction, helps him pile up still more errors.

"One of the most curious penchants parents have is for growing angry at the errors of their children. Pride seems to be the case. 'I'm your father; you're my child. You should have such regard for me, your father, as to hear and remember what I tell you. When you do not hear what I say, when you forget, when you make a mistake, you disrespect me.' Such seems to be the parents' attitude. Furthermore, how can a child, son of his father, be so stupid! 'The child could not have inherited the stupidity from me. Could it have come from his mother's side? No, the child is just trying to seem stupid to annoy me.' As these thought go vaguely through the father's head there lurks the ghost of his own stupidity. Anyone is sure to be annoyed by the suggestion that he is less mature mentally than he counts himself to be. Furthermore, the parent does not feel the same constraint of conversation in his dealings with his own children as he feels in dealing with other people's children. For like reason, we are less courteous and chivalrous to those most dear to us. To our neighbors and acquaintances we are compelled to be fairly civil and considerate. Our social status forces such expression. But our children—well, they are just our children; 'they can stand it.' They know our frailties; they know we just act that way. Nevertheless, they do not 'stand it'; they break beneath the strain. When we grow impatient with them and, upon repetition of a corrected error, yell at them, or call them *dumb*, we not only discourage them; we make them lose heart, lose self-confidence, lose zeal to try again. How many times a child goes through evening hours of torture with his father and mother! The irate parent, having exhausted his resources at abusing and humiliating the poor child who all along had done his very best, may turn at last to criticise the teacher and the school.

"Unless we parents keep perfectly calm, so as never to betray annoyance by word, gesture, or movement in our face, or twinkle in our eye, we should try to be as far away as possible from the child when he is doing his home work.

"A moral problem arises with home work. Some ambitious parents just do the work themselves and have their children copy it and hand it in at school as their own. The harm done morally and mentally to children so treated is immeasurable. Think of it; they get grades earned by their parents. Unfortunately many a child wins a prize for an essay or a work of art which some adult relative has done to which the child merely affixed his own signature.

"Every parent can provide school helps in the home. After the third grade the child can use an encyclopedia. It is of value to the parents and to the child alike. To it the parents may go to answer the children's questions as they come up in home conversations. Such an activity furthers family comradeship."

Any teacher may be able to tell the same thing to the parents of her children better than I have done it, but, as you know, most parents are not very ready to be told. If they read it, coming from one of Uncle Sammy's offices, they may consider it of more importance.

Teachers and principals who want these letters to go to the parents of their children promptly are allowed by the government to reprint or mimeograph them. The facilities of the U. S. Bureau for sending them out are limited, although they may be able to forward for reprinting copies rather promptly.

In these letters the writer has attempted to be of service to the teacher in an indirect way through the parents of her pupils.

Tickets to Playgrounds

By LEWIS E. MACBRAYNE

President, Massachusetts Safety Council, Boston

THE Massachusetts Safety Council, which for five years has supervised a playground safety campaign in the cities of the Metropolitan area in Eastern Massachusetts, developed a unique program during the past summer for a tie-up with the Tercentenary celebration.

The primary purpose was to stimulate attendance on the playgrounds in thirty communities, in anticipation of an increase of 2,000,000 motorists on the highways of the state during the summer months. This was accomplished by issuing thousands of tickets, identical in appearance with theatrical tickets, which were distributed by police officers among children found at play in the streets.

The secondary purpose was to develop an interest in the historical background of the Tercentenary. This was brought about by the publication in the Playground Safety News, issued twice a month to 50,000 children, of a series of safety stories relating the adventures of Jimmie White, "a Boston boy, who, from eating too many peanuts and 'hot dogs' at a Tercentenary pageant, dreamed that he was living again in Colonial times."

The News also contained in each issue a weather prediction—"Thunderclap for anyone hit by a swing"; a slogan, "Learn to swim before you go into deep water"; an editorial outlining a safety project, and a new safety song set to a popular air. Song lantern slides were supplied to twenty theatres in which morning safety rallies were held for the children, the program including safety films and stunts originated by the teachers on the playgrounds.

Original safety projects were required on all playgrounds, and the stories published in the News were often the source of inspiration in working out original playlets. In one of these, for illustration, a boy of the early colonial period strays into a group of playground children who have formed a safety club. They explain that its purpose is to teach the principles of safety, and he concludes that they are referring to the Indians. In the mutual explanation that follows, the conclusion is that young people in any age can protect themselves from danger if they know what the hazards are and how to avoid them intelligently.

During the summer forty original safety songs were produced, the best of which will be retained for school use in the fall. The interest in this had been worked up at meetings of playground teachers, addressed by members of the staff of the Massachusetts Safety Council, which had three field workers on active duty throughout the summer, one of them supplied by a co-operating organization, the Massachusetts Auto Rating and Accident Prevention Bureau.

Fitness To Teach

By EDGAR S. JONES

Superintendent, Lovington, Illinois

YOU and I may not agree on certain pedagogical formulas, but there are outstanding characteristics that if stimulated and actually put into use will actually insure the proper reaction on the part of pupils. The mere fact that I have a knowledge of a specific subject or subjects and am able to "pass" a written examination is not necessarily an evidence that I have the pedagogical characteristics of a teacher. There is not any question but that knowledge is one of the major fundamentals, but reference is to be made to the types of elements that are latent in the individual or may be acquired. The educational day of merely learning facts has passed, hence unusual attention must be given to the physical, mental, moral and social activities.

The showing of genuine interest in the pupil and subject matter is an unusual feature. A teacher who has the faculty of throwing her whole soul into the problems soon has the whole-hearted co-operation of the most stupid pupil. This does not mean an affected attitude, but a personal relation tnat is recognized at a glance. It is easy to recall the teacher who by her interest in you caused you to take a stand and do something worthwhile. It is on account of the interest this particular teacher expressed that you can now stand flat-footed and look the world square in the eye. The result of this is worth more than all the academic knowledge you might have secured in a decade.

There is not any doubt but that the playground or recreation room enters as a large factor into the education of the child. The teacher who mingles with pupils in physical actions soon comes in touch with the hidden natures of the child that are not often exhibited in the schoolroom. The teacher who really enters into the life of the school games either as a participant, observer, or counselor wins the respect and confidence of the entire group. Children enjoy and appreciate the spirit of co-operation at all times, and there is possibly no better way to get a hold on the child life than by the plan of his helping to do the things needed to make better conditions. There is really no one factor that is so conducive to a successful study attack as the one of having actual organized play periods, either out-doors or in-doors.

The opinion is held that there should be much coaching of pupils on how to study. This does not mean to work for the individual, but with him, so that the best habits of study possible may be formed. It is just as reasonable to believe that the football players could make touch-downs without coaching as it is to believe that pupils can discover the secrets of the learning process by being told to study. Complete learning means acquiring, assimilating and the using of the new materials and processes with which we come in contact, mentally, morally, physically and socially. It is self-evident that a more careful study of the laws of the learning process will mean that the learner will become more self-active and at the same time acquire a skill of attack that means much in the mastery of the subject-matter and other development features. The reference just made refers especially to the habit of study or directed study, a period in which specific suggestions and directions are given with a view to improving the art of study so that the student becomes more efficient in concentration and response. The element of response refers to the way in which the pupils act and do in all school activities. If a decided improvement is to be made a careful study must first be made of the influences that create either a favorable or unfavorable atmosphere, such as,

(a) The proper seating of the group.
(b) A reduction of unnecessary confusion.
(c) Rest periods.
(d) The arrangement of the program.
(e) Class discussion.
(f) Estimate of associates.
(g) Individual conferences.
(h) Pupils' incentives.

The actual teacher is one who understands human relations and is daily watching for every opportunity to cause the child to respond. It may be that she spent considerable time the evening before in the preparation for the day following. During the entire day she meets the many problems with a loyalty and a devotion that shows that her whole soul is being thrown into the school. This is not a now-and-then occurrence, but a daily practice on her part. Her kindness is expressed in the way that her life enters into the joys and sorrows of the individual. It may be a trivial affair that cloudens the little fellow, but to him it is a reality. He feels and knows that in this teacher he has a sympathizing friend. This real teacher is continually directing the pupil into right habit paths so that as he or she approaches manhood or womanhood they will have the characteristics that will tend to win.

If the parent will spend an hour now and then with the teacher in talking about the pupil and the

interests it will often be the means of getting an insight into the attitude toward life that you never dreamed about. Sometimes parents have a little hesitancy in holding a conference with associated individuals. You will have to agree that the right sort of a person who has been associated with a child for a year will have many things to talk about that will aid the parent. The day is coming and is not far distant when the parent will hold meetings with the foster-parent, the teacher, and by a mutual diagnosis come to definite conclusions relative to some of the best things along the human relation line that may be done for the boy or girl.

In these heart-to-heart meetings it is not necessary to discuss such as the grades or credits that the students are making, the trivial acts of conduct and how they study. The conferring should be regarding the pupils' traits, their possibilities and especially latent initiative tendencies. The younger the children the longer should be the conference. The types to be investigated at the meeting are similar to the following:—

(a) The general topic of literature.
(b) Art or music.
(c) Athletics.
(d) Science, including the outdoors.
(e) Desires of the children.

The Baby's Friendships

By HELEN T. WOOLLEY
Teachers College, Columbia University

ONE of the most valuable contributions of the nursery school to the life of young childhood is the opportunity which it offers tiny children to form friendships with children of their own age outside their immediate family.

In the past we have thought that the normal human relationships for young children were those with adults. The kindergarten age of about five years was accepted as the youngest age for an interest in other children and the forming of friendships.

Nursery school experience, however, has taught child psychologists that children of only three or four years are capable of forming friendships with each other and that the experience is not only a joy to them, but is extremely valuable to their social adjustment and mental well-being in later years.

The value of friendships for adults, older children and adolescents is well recognized. Any well-rounded, efficient adult life derives much of its stimulation from friendships. For adults, friendships are a close second to family relationships in determining both success and happiness. Indeed the same qualities which help to make satisfactory friendships are necessary for successful family relationships and essential to happy marriage.

But where do adults get their capacity to make friends? The ability to make friends, like the ability to live fruitfully with the family, has a long history of growth and development.

It is, of course, improbable that the individual friendships formed by children of three and four years will be lasting. The moving of residences and the changes in family social contacts make three-and-four-year friendships usually a brief experience. What may last, however, is the understanding of what it means to have a friend, and what some of the obligations as well as the joys of friendship are.

I have known competent and professionally successful adults who regarded friends merely as social pleasures, like a good theatre or concert. For such a person, as soon as a friend began to be in any sense the source of obligations for effort or for financial aid, the friend was discarded. The friend then ceased to perform his recognized function.

For most of us such a standard of friendship seems socially very inferior. We should dislike to see our own children growing up with, or living by, such a concept of friendship. As in other realms, the establishment of standards and concepts of friendship begins young. A little child who finds out that the keeping and enjoying of friends involves generosity and consideration and a vital kind of social co-operation, is acquiring a basis for forming friendships which may serve him all his life.

This establishment of good standards of friendship becomes a vital factor in preparing a child as best we may for successful marriage and for the founding of a family. This always remains a central purpose of parents as long as we cling to the belief that good family life is our best social unit. From this point of view, then, laying the foundations for real friendship early in the life of the child must remain important. Since friendship-making, as young as three and four years, furnishes a start in building up standards and ideals of friendship for life, let us give our three-year-olds a chance to make a few friends among their peers, instead of surrounding them entirely by an admiring circle of friends and relatives—all adults.

Personal and Professional

ERNEST P. CARR, superintendent, Marlboro, Mass., has developed industrial education so extensively and intensively as to attract national attention. The city's chief industry has always been the shoe business, and Marlboro has heroically met the recent tendency to depression by establishing an industrial shoe-stitching school in which fancy shoe-stitchers are educated. This school has not only checked depression, but is developing the future shoe industry of the city. E. Leroy Sweetser, Massachusetts commissioner of Labor, says: "The industrial school is a modern institution in every respect. The room is nicely fitted up, with bright ceilings, bright walls, and equipped with all conveniences."

MISS SARA R. MARCUM, Winthrop College, Rock Hill, South Carolina, who was confidential executive secretary to President David Bancroft Johnson while he was making that institution the outstanding professional school of the Atlantic South, and who has helped President J. P. Kinard to carry on the noble work of the college, has resigned to enjoy relief from executive and sympathetic responsibilities such as few women have carried for twenty years.

JAMES S. TIPPETT becomes dean of Avon Old Farms, a boys' school, near Hartford, Connecticut, one of the most attractive private school establishments in the country. The school was founded by Theodate Pope Riddle, of one of the famous families of Connecticut. Mr. Tippett comes to Avon from the University of Pittsburgh and community school at Pittsburgh.

LOUIS K. ROURKE, the new superintendent of school buildings in Boston, is having one hundred long-used school plants modernized for efficient use. He has pronounced six beyond repair.

GEORGE C. BUSH, superintendent of South Pasadena, California, who has been re-appointed on the Los Angeles County Board of Education, has been one of the leaders in progressive activities of Southern California. His official connection with the State Association, Southern Section, has been a demonstration of the esteem in which he is held by school people.

DR. BEN G. GRAHAM, acting superintendent of Pittsburgh, Pa., since the death of Dr. William M. Davidson, was associate superintendent for five years before he became acting superintendent.

Dr. Graham as principal of a Junior High School in Pittsburgh was highly appreciated by Dr. Davidson, who advised him to accept the superintendency of New Castle, Pa., because he was sure there was a career for him in the larger field. When an opportunity came, Dr. Davidson brought him back to Pittsburgh as an associate superintendent, and for five years Dr. Graham relieved Dr. Davidson of many responsibilities.

DAVID J. MALCOLM, superintendent of the Charlemont (Massachusetts) District, has accepted the Clarksburg, Monroe and Savoy District, but will continue to reside in Charlemont for the present. The new district has North Adams as its metropolis, and the salary is a temptation. Mr. Malcolm ranks high as a specialist in the promotion of country life. He has been an editorial contributor for the Journal of Education for several years.

WALTER EARL SPAHR, professor of economics, New York University, won the *thousand dollar prize* in the Alvan T. Simonds annual economic contest. The subject was "The Federal Reserve System and the Control of Credits." The contest ended December 31, 1929. There were contestants from all over the United States, and from Hawaii, Japan, India, South Africa, England, and Scotland, which accounts for the lateness of the decision. The second prize of five hundred dollars was won by Ivan W. Elder, managing editor of North Pacific Banker, Portland, Oregon.

Dr. Spahr was on the faculties of Dartmouth College and Columbia University before joining the faculty of New York University. He has written important articles on economics.

They Say

CLYDE R. MILLER, director, Bureau of Education Service, Teachers College, Columbia University:—

"Every teacher worthy of the name should be an interpreter of education. Those teachers who complain constantly of the arduousness of their work and how it bores them have no business continuing as teachers. . . . A good teacher enjoys talking school outside of school hours. Why shouldn't she? She is engaged in the most important and inspiring work in the whole world. . . . We should say *first and last*—let there be good teachers who know education, who never tire of discussing education with pupils, with parents, and with any one who is willing to listen."

GOVERNOR ROOSEVELT, New York:—

"The tendency of the present industrial system makes it increasingly difficult for any man or woman past forty to find a new place if his old position is lost.

"The present old-age security law does not take account of any one under seventy years of age.

"Take my own case for example. I am forty-eight. If I'm not re-elected next fall it will be hard for me to find a new job, and the old-age system won't do me any good."

FLORENCE HOLBROOK, Chicago:—

"There seems to be nothing that the younger generation can't do these days. Youth of today excels in poise, initiative, self-expression.

"We hear a good deal of criticism these days about flaming youth, but that is only because the youngsters have been set free—released from the taboos and inhibitions that hemmed in their fathers and mothers.

"They do things and dare things that we never thought of. They pay no attention to textbooks. The laboratory is their world, and they prefer to draw their own conclusions.

"They are as far ahead of the preceding generation as the latter was ahead of mediæval times."

DR. CHARLES H. ELLIOTT, State Commissioner of Education, Trenton, New Jersey:—

"The public may disagree at times upon details of law, upon proposals of the moment, and upon other matters; but all such in the light of the bigger problems of education and the development of children are minor. But the provision of opportunities for children in terms of their individual development and in terms of the demands of twentieth century life must go forward."

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IS CONDUCTED BY A SCHOOL EXECUTIVE.

376. I am a superintendent in a small school system, and have several young inexperienced teachers starting their teaching with me this fall. Can you give me a few general ideas as how to help them? (Michigan.)

I hope your young teachers are trained in good schools, and that you have checked their fitness in so far as you could for the particular positions into which you are placing them. Make sure they know the kind of schools they are taking. You can often tell them what it would take weeks of stumbling to find out, and stumbling always hurts somebody's toes. Having given them all the particular information you can at the start, then give them a chance. In other words leave them alone to apply some of the things they have learned. By that I don't mean keep away from them. Surely not. Visit them every week if you can, and stay long enough to get some idea what they are doing, but don't keep offering them suggestions. Give them a chance to find themselves. Don't pester them with comments or remarks of any kind. If they are sinking you will have to throw out a life-line; otherwise, hands off for a while.

After you have visited three or four times then is the time to send for them for a conference. In some cases (local conditions) you have to have the conference in the classroom after school, but it is always wiser to get the teacher into another atmosphere, if you can. The air is clearer. Why? Distance from difficulties maybe, or new social setting. After you have told her something nice about her work, and you can always find something nice, and inquired into her living conditions—if she has succeeded in finding pleasant surroundings, for you are somewhat responsible for her socially, that's the human side; then, of course, you ask her how you can help her. If your wisdom and tact have been working you have partly won her confidence, and the weaknesses you have seen and many you haven't seen she will unfold before your appreciation and kindly desire to help her. Remember any supervisor's greatest problem is the concealment of difficulties, and so your first work is to get the confidence of these young teachers. Help them on one or two points at a time, not a half-dozen. Go around and see if your suggestions are working. Give approbation whenever possible. The ordinary superintendent is not strongest on this supervision work, but there is plenty of literature to help him if he will study. With any questions he can't answer he can tell the teacher where or how to find the answer. Don't be afraid to say: "I don't know, but I can find out." Fasten your attention on persons, principles, and procedures. These girls coming to us now are not doing the mass teaching of ten years ago. They are studying the individual pupils, and that is why I use the word persons and not class. We need to watch the individual pupils as we stand beside them.

Modern teaching turns on a few fundamental principles from which procedures emerge. Watch to see if she is straight on these. If she is, her depth of understanding is there, and devices, speed, and accuracy will come with time and your help. These first months with new teachers are a great opportunity for you to help lay a solid scientific and human attitude toward teaching, depth in which is so necessary.

377. How can I get my teachers to improve their handwriting? (Delaware.)

My! My! That must be a high school principal asking that question. Surely no elementary principal or supervisor has that worry. The system of penmanship used in your schools should determine the style of handwriting used by your teachers, and, as a rule, does in the elementary schools where the classroom teacher teaches penmanship. When we get into the junior and senior high schools the problem of pupils' writing is intensified by the penmanship of the teachers.

True, teachers are coming to us from various schools and colleges with various systems of penmanship, and some of it is no system at all. This fad of acquiring an individual handwriting and showing how unique and strong, or deep, or something else the handwriting experts (?) advertise in every magazine, has caught the teacher's eye, as well as her social climbing brother, and some of the scratching we see as a result leads, no doubt, to your question.

Whatever kind of penmanship the teacher comes to you with, whatever scribble she elects to use in her private life, the writing in her classroom, the writing her pupils see, should follow religiously the penmanship system used in the school system. If you insist on this you will be safe, and there is no other way. Whatever system she has been using makes no difference. Taking on a new penmanship simply means keeping the forms with her, and using care until they become a habit. Expecting this, the method of acquiring it is the same as in any other subject—approbation, suggestion and recognition. It is our own fault our teachers' penmanship is ever poor. Our standards are frequently wabbly.

Can Age Tell Youth Anything?

By ARTHUR DEAN

"I'll tell you what's bothering me, Arthur Dean," said a teacher who is approaching the half-century mark, "I can't see that I ought to be teaching young people any longer. They are living in a different age. Their minds and hearts are young and I am old. What have I to offer them?"

I know of nothing that has stirred me more than this remark, especially as it came from a good teacher whose pupils like her and whose teaching is very effective. If she thinks that age is residing in her middle-aged body, what should other teachers do who are really old in spirit, even though that spirit lives in a young body?

"Did you ever think," I asked this frank, thinking teacher-friend, "what youth might offer to age, and that possibly youth may feel that it is too young, just as you feel that you are too old?"

"Oh, no, my friend," she replied, "you can't know youth, for I never saw any boy or girl who didn't know it all."

Just between ourselves, this teacher is successful in the classroom and out because she does listen to youth. It tells her its visions, it asks her advice, it seeks her companionship, it loves her. It is because she is so close to youth that she feels an inadequacy never felt by those who defame, decry and refuse to understand youth.

What a wonderful thing it would be if youth could go to age and tell it glowingly and thrillingly its joys and perplexities!

And what a wonderful thing it would be if age could receive these glows and thrills without thinking that it immediately had to preach a sermon.

Youth has assets of visions, desire for reality, and zest for adventure. Age has liabilities of disappointment, hard experiences, and spiritual dyspepsia. Under such conditions youth and age cannot meet.

Age and youth each bring a treasure — one brings experience, the other offers his visions. To turn the trick age much first listen to youth that it may learn of its visions, and then talk *with* youth and not at it.

The trick for youth is to honor the experiences of age when they are neither preachments nor scoldings, and when it comes from a head young in spirit even though it be capped with snow.

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CHARACTER CHATS

By JOSEPH B. EGAN, A. M.

The Four Great Polar Stars—I

Any evening, if you will look towards the North, in line with the outside edge of the Great Dipper, you will find a bright star gleaming, which men know as the North Star. If you will sit for an hour and watch it you will find that all the other stars, including those of the Great Dipper, slowly move in a great circle around it. It alone, in a universe of moving stars, remains steadfast and unchangeable. This peculiar fact has attracted the attention of scientists and philosophers in all ages, and has really furnished the key which has unlocked whatever mystery of the Universe man has been privileged to understand. Of course, the wonderful way in which this star holds its place in the skies while all else moves, indicates the presence of a mighty law behind it. We do not understand the nature of that law as yet, although we have some very interesting theories about it. You will find these theories in any good book on astronomy. With the gleam of the North star before your mind, I wish to attract your attention to four other great laws which operate in the lives of men and women with just as much force and mystery. The whole of life is divided into four great parts: the physical, that is body, and all its working parts; the emotional, that is the feelings we have of love and fear, etc.: the intellectual, that is the things that the mind understands as knowledge, and the spiritual, that is the wonderful, beautiful part of man, that is made in the likeness of the Father and has many of His great powers, such as, for instance, freedom of the will. Each one of these great divisions of life is a world, a universe in itself, just as the world of the stars is a universe, and therefore in each one of these worlds of human living we should expect to find a mighty law similar to that which holds the North star steadfast in a world of moving things.

In the physical world the great law is the law of life; while it lasts it alone remains steadfast with all things in nature revolving around it; wherever it goes, it is the centre of activity; whether it be a butterfly or a man, its appearance is the cause of great activity; because of it and the ceaseless action that goes on around it, the world progresses, man lifts himself higher and higher from the beast, and begins to move in a circle nearer to the throne of God.

In the emotional world love is the great law. Around it circle all the beautiful and good things of life. Its stars are bright with happiness and warm with the reflected glory of the Father. Who has not been conscious of the drawing power of love, and who does not know that around him who is beloved circle in loving harmony the thoughts and the very lives of those who love him?

In the intellectual world the great law is that of justice. Around our courts of law revolves the very welfare of the race, and upon the rightness of decisions depends the future of the state. Whenever anyone rises out of ignorance he at once concerns himself with the getting and giving of justice. It can be said, without any fear of contradiction, that the idea of justice enters into the mind of everyone of us every day of our lives. It is true we are mainly concerned with getting justice for ourselves and those we love, but we are concerned with justice just the same, and that is a very great and wonderful thing to have in mind, for the day will surely come when he who is concerned with justice for himself will give some thought to the giving of justice to another. So, we see, in all our relations of life, where the intellect is concerned, justice, the mighty law that moves us and around which we move, each in his little orbit, like a shining star.

(To Be Continued.)

The Four Great Polar Stars—II

In the spiritual world the great law is that of service. Who are the men and women and children whom we respect? They are those who with a willing spirit serve. Just listen to the talk in your own homes. For whom is the good word said, if not for the generous and unselfish person of your acquaintance? How often do we hear the expressions: She is a good, kind soul; he would give one the shirt off his back; he's better to others than to himself; he never did a mean thing in his life; she's too generous for her own good; she's as good as the day is long; everybody loves him; etc. Examine the characters of persons of this sort and you will find that they are the centres around which little worlds of daily living revolve in kindliness and order and serene beauty.

Now, in imagination, picture to yourself a man or woman who fulfills all these great laws; he lives among people like yourself, in the same kind of a house, eating the same food, and talking the same language; he loves his fellow-men, and his fellow-men love him; he is kind and generous and speaks no evil of any man; he draws children to him, and never does an ungenerous or evil deed. He is just, seeing that everyone about him gets his dues and more; he cheats no one and profits by no one's distress; he lives a life of service, caring for his family and the needy ones about him, serving the state faithfully and honestly, and being true to God in all things. Can you imagine a man of this sort being anything but a power in his community? Can you imagine him selling bootleg liquor to weak-minded ones? Can you imagine him destroying property or breaking in to steal?

Knowledge Begins in Wonder

In the children's room of the great Smithsonian Museum in Washington one reads, as one enters the doorway, the simple statement which I have used as a title to this chat, Knowledge Begins in Wonder. Out of all the inspiring and enlightening things that might have been presented to the eyes of visiting children, these four words were selected for their value.

Last summer far down on the rim of the Grand Canyon I stopped in the shade of a huge fir tree to eat my lunch. I heard a gentle step behind me and turning, looked into the large brown eyes of a full-grown deer. The wild animals are protected in all that region, and this creature, ordinarily so timid that he is rarely seen, knew nothing of fear. Head erect, ears held high, he came on, step by step, until he thrust his head right into the car. Wonder was expressed in every sniff of his delicate nostrils and every movement of his gentle eyes. When he had satisfied himself as to the nature of this strange creature that had come into his homeland, he turned and walked slowly away.

I have seen babies act just that way when presented with a new toy. Over and over they turn it, examining every detail, searching and seeking through the wonder of it for the secret that it held from them.

I once knew an inventor who could not sleep nights, so full of wonder was he at the possibilities involved in his invention. Every hour was spent turning the matter over and over in his mind, toiling in his little shop, studying and planning to solve the secret that was withheld from him.

Behind all the marvels of the telescope and modern studies in astronomy lies the wonder that has ever stirred in the soul of man at the sight of the first glimmering of the evening star.

Because Franklin wondered at the flash of the lightning over his head he was inspired to send aloft his kite and thus lay the foundation for all the marvelous things that the mystery of electricity has brought to us.

Thus we see that back of all human knowledge and human progress is wonder about something that someone does not understand. I feel very sure that any boy who felt wonder at the marvelous lungs that the spirit has given him, the way they work, and the part they play in his success and happiness would be led to safeguard them by never abusing them with the deadly fumes of cigarettes. I feel sure that any girl, wondering over the marvel of the tongue that the spirit has given her, would never be led to use it in an unworthy way.

The Eternal Question

Life is a spirit moving on the hills,
Whence? Ah, who knows? And shall we ask the sod
What quickened it? Question the daffodils
How move the urging fingertips of God?
Music is not in wood or brass or strings.
But in the Master's touch from which it springs.

—Lillian Ashley.

I do not know whether the poet intended anyone to answer the questions that she asks. I suspect she felt rather hopeless about the prospect of getting an answer. "Shall we ask the sod what quickened it? Question the daffodils how move the urging fingertips of God?" And yet, such an eternal and wonderful challenge must have an answer and every human heart must be impelled to ask the question to which an answer only will bring peace. To some of us the answer is forever ready. It is written in the grass like an epic in a language all men may read; it is traced in queer, cabalistic figures in the air, wherever butterflies zigzag in uneven flight; it lies, etched in strange contorted symbols, under oak trees, throwing dark limb-like shadows onto grassy lawns; it stars each flowering bush with medallions, on each one of which is engraved the worker's name; it runs in marvelous illustrations across the strips of western sky as the pages of each day's book fold over at the day's end. And the answer is eternally the same; He quickens us who loves beauty, for see how beauty rises at His touch; He quickens us who starts the pulse and rhythm of living things, for see how all things beat to an inner urge; He quickens us whose mind delights in order, for see how design is present in all things, eternal witness to a prior thinking; He quickens us who lives to serve, for see how service underlies the earth, each thing through pain and sorrow and a sacrifice of self lending its life to another's greater building.

Delicate, indeed, but sure, itself its own answer, is the Master's touch from which all things spring.

"En Voyage"

At the end of this chat I place the lines of a very beautiful poem. Before inviting you to read the poem, I wish to prepare your minds for its proper acceptance.

When a skilled mariner set out from harbor in the old days it was customary for the chaplain to assemble the sailors on the deck, and, with all heads bowed, earnestly pray for fair weather and favoring winds.

However, not too much was left to the grace of God. Before him the captain placed his trusted compass; away in the dark gleamed the never-failing North star, every sail was mended and made strong for the push of the wind, the masts were tested for hidden strains and the great ropes that hoisted the sails replaced wherever a weakness showed itself. Under the great sailboat the rudder swung to the touch of the pilot's hand upon the wheel. No captain would have dared set sail upon the perilous seas without taking all these precautions, and yet, prayers, earnestly said, were lifted up to Heaven for Divine aid.

Now it sometimes happened that two great vessels would leave the same harbor at the same time bound for the same port across the sea. Equally strong in timber and sail, one drove on through storm and sun to its distant haven while the other sank somewhere to an unknown grave.

Could it be that God traveled with one ship and not with the other, could it be that God listened to one prayer and not to another, could it be that His hand went forth, sustaining one vessel while permitting the other to be destroyed? Man is apt, in the darkness of his outlook, to think that way, laying back on the Father the failure that rose out of his own self. Mankind has developed one tremendous trait of character that is not to its credit—that of shifting the burden of its own failures to the shoulders of another, — it is common practice everywhere to shift to the broad shoulders of God responsibility for every disagreeable thing that happens. Men forget that tillers were placed in their hand to turn rudders, which in turn, turn ships, which in turn, protect or destroy the lives of themselves or others. Men forget that they have been given sails to hoist, which veered to the right angle, make use of the very winds that would destroy them or drive them from their course. Because of the set of a sail many a brave ship has gone down in the deep.

Men forget that every natural law has been given them for their own strengthening, but that each may be called on to their hurt if wisdom be not present in the guider's seat.

To travel on with the poetess, cheerful after one's duty is performed, serene in the knowledge that all things work to man's spiritual betterment and that even his mistakes may be of future benefit,—confident that the presence of the Father cannot be hidden by wind or storm, is to live the truly satisfactory life.

EN VOYAGE

By Caroline Atwater Mason.

Whichever way the wind doth blow,
Some heart is glad to have it so;
Then blow it east or blow it west
The wind that blows, that wind is best.

* * *

And so I do not care to pray
For winds to waft me on my way,
But leave it to a Higher Will
To stay or speed me; trusting still
That all is well, and sure that He
Who launched my bark will sail with me,
Through storm and calm, and will not fail,
Whatever breezes may prevail,
To land me, every peril past,
Within his sheltering haven at last.

Then, whatever wind doth blow,
My heart is glad to have it so;
And blow it east or blow it west,
The wind that blows, that wind is best.

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The BOOK TABLE

RURAL COMMUNITY LIFE. By Lee Ora Landis, State Teachers College, Minot, North Dakota. Cloth. 375 pages. New York, Chicago, Cincinnati, Boston, Atlanta: American Book Company.

The State Teachers College, Minot, North Dakota, where Professor Landis functions, is in an ideal section in which to study Rural Community Life, and that State Teachers College has achieved a reputation for magnifying social science, due chiefly to the spirit activity of Professor Landis.

The distinguishing feature of this book is the masterful way in which questions after each of the twenty chapters intensify the thinking of the pupils about the local community in relation to the special phase of rural life treated in that chapter. There are also general questions to broaden the thinking of the children.

For instance, the chapter of twenty pages on "Marketing Farm Produce" has nine questions about the Local Community. Here is a sample of these questions: "Ask five farmers in your community how much it cost to raise a bushel of wheat or corn last year. Compare the answers and explain why they differ." There are thirteen General Questions, of which the following is a sample: "Define co-operation as an agricultural enterprise, and name its distinguishing characteristics."

There are three projects of which this is a sample: "Trace five common articles which are sold at the store in your community, back to the original produce of each."

There are 156 local questions, 191 general questions and sixty projects. No child can fail to do a lot of intelligent thinking when he has considered these more than 400 questions and projects.

GOOD READING FOR HIGH SCHOOLS. II—Achievement. By Tom Peete Cross, University of Chicago; Reed Smith, University of South Carolina; Elmer C. Stauffer, Crane Technical High School, Chicago. Cloth. 540 pages. 8 by 11 inches. Boston, New York, Chicago, London, Atlanta, Dallas, Columbus, San Francisco: Ginn and Company.

The reading of high school students is recognized as of prime importance. It has been magnified by the use of English Classics in individual volumes of so-called pocket editions. Nothing has been of greater service in the promotion of high school reading through these volumes.

There is now a demand for volumes which provide selections of English Classics which concentrate thought on special social, civic and industrial needs, with character effect always in mind.

"Achievement" in "Good Reading for High Schools" series is the second volume in meeting this new demand. "Adventure" was the first of the series. In "Achievement" there is the story of Sir Wilfred Grenfell, Louis Pasteur, and others.

There are fifteen ballads such as "The Rime of the Ancient Mariner" and "Lochinvar." There is Irving's "The Legend of Sleepy Hollow"; "The Idylls of the King," Tennyson; seventy pages of Hawthorne's "The House of Seven Gables" (complete), 170 pages; Shakespeare's "Julius Caesar" (complete), fifty pages.

This is a notable achievement with more than fifty choice selections from the English Classics, all centred on Great "Achievement."

THE HEALTH CHARACTER SERIES: CONDUCT PROBLEMS FOR JUNIOR HIGH SCHOOL GRADES. By Edwin Holt Fishback, Anderson, Indiana, and Edwin A. Kirkpatrick, formerly of Fitchburg, Massachusetts, State Normal School. Modern Paper Form for Individual Reports. 8 by 11 inches. Boston, New York, Chicago, Atlanta, Dallas, San Francisco, London: D. C. Heath and Company.

This is an interesting method of directing the thought of junior high school students to their own conduct, the rescue for it, and effect upon their future and upon their influence in society.

The present revelations of serious misconduct of youths of both sexes on the one hand, and the demonstrations of a noble purpose and heroic achievement of other youths magnify the advisability of dealing with character study definitely, throwing responsibility upon youths for estimating the effect of personal conduct.

This special study is one of the few efforts to train youths to estimate instead of measuring results. This is of inestimable value. It is a vital need in the pedagogy of today.

Edwin A. Kirkpatrick has been one of the eminently successful textbook authors for several years. He has always been a vigorous and courageous pioneer in progressive education.

SUPERVISED STUDENT TEACHING. By Arthur Raymond Mead, Ohio Wesleyan University. Cloth. 890 pages. Richmond, Atlanta, Dallas, New York, Chicago: Johnson Publishing Company.

"Johnson's Education Series," under the editorship of Thomas Alexander and Rosamond Root, is rendering genuine professional service as this elaborate treatment of "Supervised Student Teaching" demonstrates. These editors certainly take the supervising of student teachers seriously when they sponsor a dignified professional book of 890 pages, such as Professor Mead has produced.

There has been an impression that the supervision of student teachers has often been a side-show for some one who has a more important service, or is used as a stepping-stone for something higher, but this notable treatment of the subject makes it as important as any feature of teacher training.

WAYS TO TEACH ENGLISH. By Thomas C. Blaisdell, State Teachers College, Slippery Rock, Pennsylvania. Cloth. 565 pages. Garden City, New York: Doubleday, Doran and Company, Inc.

I have been much interested in Dr. Blaisdell's exceptional success in teaching English, as I have enjoyed it on several visits to the Pennsylvania State Teachers College at Slippery Rock. He has teaching in all of the grades utilize the basal principles elucidated in these chapters.

The practice teaching is by the use of these methods, and we can bear testimony that the result from the lower grades upward justifies my praise of Dr. Blaisdell's aims in the teaching of English.

Books Received

"Reports on European Education." By J. Griscom, Victor Cousin, C. E. Stowe. "Planning Your Future." By G. E. Myers, G. M. Little, and S. A. Robinson. New York City: McGraw-Hill Book Company.

"University of Southern California Studies." No. 2, "Language and Literature Series." By C..rl Knopf. No. 3, "Social Science Series." By Arthur Bruce Anthony. Los Angeles, California: University of Southern California Press.

"The New Day Arithmetics." By Fletcher Durell, Harry O. Gillet, and Thomas J. Durell. Two Books: Elementary and Intermediate. New York City: Charles E. Merrill Company.

"Educational Measurement in the Elementary Grades." By I. N. Madson, Ph. D. Yonkers-on-Hudson, New York: World Book Company.

"The Evolution of the Common School." By Edward E. Reisner. New York City: The Macmillan Company.

"Everyday Life in Rome." By H. A. Treble and K. M. King. London, England: Oxford—At the Clarendon Press.

"Supervised Student Teaching." By Arthur R. Mead. Richmond, Virginia: Johnson Publishing Company.

"School Health Progress." 370 Seventh Avenue, New York City: American Child Health Association.

EDUCATION IN ACTION

Public Education Viewed as Important Trade Factor

Educational Specialist Says Public Instruction Contributes Heavily to Many Industries and Business Lines

The purchasing power of the American public schools is both enormous and varied, declares Maris M. Proffitt, acting chief of the division of statistics, Office of Education.

As a consumer of the products of American industries, public education is a constant buyer with increasing demands, the specialist declared.

Its purchasing power varies from the buying of costly real estate on which to construct modern buildings equipped with every important mechanical facility to the buying of pins, pencils, and ink used at the teacher's desk.

American public schools are now expending annually more than $382,900,000 for grounds and buildings alone.

Interest on indebtedness totals over $92,000,000 annually, and this alone, it was pointed out, is a healthy banking business. In payment of short-term loans and bonds it annually liquidates to the amount of over $142,600,000. Payments into sinking funds amount to $20,144,000 annually.

Supplies, such as chalk, pencils, ink, writing paper, and a multitude of other miscellaneous items, aggregate an annual expenditure of over $38,000,000.

The added burden of supplying free textbooks, now accepted as an educational responsibility in most states, involves an expenditure to publishers of almost $25,000,000 annually.

Another expense involves transportation of pupils. The building of roads and the use of busses for transporting pupils have introduced these fixed charges upon the states. It was pointed out that states are spending approximately $40,000,000 to transport pupils. The amount of gasoline and oil consumed by the public schools is steadily increasing as new roads are constructed and more busses are placed in educational service.

Upkeep of the American school now approaches $75,000,000 annually, and in this miscellaneous category fall a multitude of articles and innumerable services.

Fuel, light, and power alone, the statistical division reported, exceed over $50,000,000 annually as a part of school maintenance.

Not only are the public schools expending about $977,300,000 annually for buildings, grounds, supplies, and maintenance, but they employ over 830,000 teachers in the elementary and secondary grades who receive salaries amounting to over $1,200,000,000.

The demands of the schools as important consumers of various commodities are significant because they are either increasing as the programs of education expand, or they will eventually be constant since the school population needs will not diminish, Mr. Proffitt said.

Glasgow Teachers Seek Salary Rise

Removal of the badge of inferiority on women nongraduate teachers in Glasgow is sought in an appeal from the teachers forwarded to the Conditions of Service Committee of Glasgow Corporation by the Education Institute of Scotland. The first essential step in this direction is declared to be the restoration of the 350 pounds sterling maximum salary figure. The statement points out that the present salary scales in Glasgow resulted from a settlement negotiated in 1919, and modified by temporary changes made in 1922 and 1926. The first modification was an all-round cut of five per cent. in 1922. The second in 1926 had two main features. The all-round cut was increased to five per cent. for the year, but was adjusted by annual reduction of one per cent. so as to disappear entirely by May 15, 1931. The teachers are now putting forward the plea that this date be anticipated by the corporation, and the 350 pounds sterling maximum restored at the earliest possible moment.

Night School Classes Increasingly Popular

Night school classes are becoming more popular among adults throughout the country, according to statistical information at the Office of Education. The total night school enrollment for the entire nation reached 1,122,558 in 1928, and this was approximately a twenty-five per cent. increase over that of 1926, it was stated orally on behalf of the division of statistics, July 28. City school systems have been especially active in encouraging adults to attend evening classes, it was explained. The highest proportion of enrollment is in cities. In 1928 nearly 1,000,000 persons journeyed after a day's labor to public schools of one or another kind in 711 cities for instruction, the division pointed out. A problem which educators have to face is that involving timidity, pride, and sensitiveness among adults who are conscious of their educational deficiencies and want to overcome these handicaps, yet hesitate to attend school, the Office of Education observes. Once they attend school it appears they fear that this calls greater attention to their weaknesses, it was explained. However, the city school systems, the Office of Education has found, offer sufficient variety of courses to meet different needs. Another characteristic of the city school systems in meeting this problem is to emphasize the benefits so that the student thinks more of them than of himself, hence loses his embarrassment. Night school courses, according to the Federal Office, are aimed to set forth certain fundamental principles of general education which millions of adults lack. In large cities with considerable foreign population Americanization is stressed. However, more specialized courses such as those in shopwork, mechanical and electrical engineering, domestic science, and business training of varied character are offered.

Reaps Benefits Of Aiding Negro

The millions which North Carolina has invested in Negro education during the last decade have produced tangible results, according to Thomas L. Johnson, superior court judge, of Lumberton, who, delivering a charge to an Iredell County grand jury, at Statesville, pointed out that crime is on the decrease among Negro children. Judge Johnson stressed the importance of home training, which, he said, can do much toward checking crime among children of both races. He declared

that children who are not governed at home, and who have nothing to claim their attentions during vacation periods, are more inclined to criminal careers.

It is pointed out that this state is now spending approximately $5,000,000 annually on Negro education, as compared with less than $1,000,000 for all educational purposes thirty years ago. The greatest increase has been shown during the past decade; and as North Carolina has increased its own expenditures, that is, from money raised by taxation, increased amounts have been available from outside sources, notably from the Rosenwald fund. Besides a well-equipped public school system for its Negro children, North Carolina maintains an agricultural and technical college for Negroes at Greensboro, normal schools at Fayetteville and Elizabeth City, and teachers' colleges at Durham and Winston-Salem.

Census Act Blocks War on Illiteracy

A change of half a dozen words in one paragraph in the 1930 census act may serve to prevent co-operation this year between Federal and State Governments in a joint attack on illiteracy through mutual use of the census returns from which, in the past, lists of illiterates have been made available to authorities of the various states. Hitherto, the expense of making lists of illiterates has been borne by the states, but this year the Census Bureau budget had been enlarged to provide for the cost of furnishing lists on request. According to Dr. Joseph A. Hill, assistant director of the bureau, however, the question has arisen as to whether, under the wording of the census act, the bureau can furnish such information. Section 11 of the census act states that "the information furnished under the provisions of this act shall be used only for the statistical purposes for which it is supplied," and "no publication shall be made by the Census Office whereby the data furnished by any particular establishment or individual can be identified, nor shall the Director of the Census permit any one other than the sworn employees of the Census Office to examine the individual reports."

Journalism School Survey Urged

A competent and disinterested inquiry into the organization and achievement of journalistic instruction in American colleges and universities is called a pressing need by Professor J. W. Cunliffe, director of the School of Journalism of Columbia University, in his annual report to President Nicholas Murray Butler. "It is to be hoped," Professor Cunliffe said, "that such an investigation will soon be undertaken by the Carnegie Endowment for the Advancement of Teaching or some similar foundation. Hitherto it has been felt that the experience of the teaching of journalism is too short to justify an investigation such as has been conducted on a nation-wide basis with reference to other professional schools. The attempt of a committee of the American Association of Schools and Departments of Journalism to grade the instruction given in various institutions by means of an A. B. C. classification failed to win the approval of the members of the association, and yet there is a widespread and well-founded opinion that all is not well with the thousands of students receiving journalistic instruction in more than 200 American colleges and universities (fifty-six of these institutions report 5,885 students studying journalism). It is obvious that many of them are taking one or more courses far from adequate to provide them with even an elementary professional training. The need for an authoritative investigation and report is manifest."

Schools With Medical Service Aid Pupils' Records

The importance of a sound body as a prerequisite of a teachable mind is upheld by figures on retardation of public school pupils adduced by the National Congress of Parents and Teachers. The congress has been conducting a campaign to eliminate remediable physical defects in children about to enter the preliminary grade. In a school in Charleston, S. C., which had no program of medical examination and correction of physical defects before admission of pupils there were seven times as many "repeaters" last year as in a school which had such a program. Moreover, the examined group averaged higher in conduct and attendance. Similarly in Brecksville, Ohio, the examined group averaged three days' absence, and held B grade, compared with nine days' absence and D grade among the unexamined.

Ohio to Investigate Rural Library Needs

A state-wide survey of rural library needs in Ohio is to be made with the co-operation of county superintendents, farm bureaus, county federations of women's clubs and similar organizations. The number of traveling libraries has been increased to 1,000, which is double the total which was recorded at the time these libraries were earlier discontinued. In all 125,000 volumes are placed in circulation through this medium. Traveling libraries are loaned on request of schools, churches, granges, parent-teachers' associations, farm bureaus, county federations of women's clubs, Y. M. C. A.s, Y. W. C. A.s, or any responsible citizen acting for a community. Under Governor Cooper's policy rural communities lacking other library facilities are served first. As a further extension of the idea, sets of books forming a parental education reading course are loaned direct to individuals, primarily rural residents, who do not have access to public or traveling libraries.

Plan Worked Out To Spur Laggards

A modern substitute for the schoolmaster's hickory stick has been devised as a goad to students, for use next term in Lehigh University. It penalizes, not the individual but the group. Under a new rule just invoked, any fraternity house or living group which fails to attain an average (for the group) of approximately sixty-five per cent. or higher during two successive semesters will be denied the privilege of holding any social function such as dances, dinners, banquets or house parties in the succeeding semester. Since social activities form an important part in college life at Lehigh, the new order is expected to move the heads of various groups toward spurring on the laggards. For the past four years the fraternities in general at Lehigh have rated below the average of the student body as a whole. It is believed by the faculty that the new regulation will tend to raise this rating.

Laboratory On a Mountain

A biological laboratory located on the top of a mountain on the shores of a lake sixty feet deep has been established as a permanent centre for research and graduate study by the University of Virginia. The laboratory, at Mountain Lake, Va., is the first such mountain station east of the Mississippi. In addition to research in co-operation with the Virginia Commission of Game and Inland Fisheries, graduate courses in botany, zoology and biology are given at the laboratory in Summer. Some of the courses are particularly adapted to the needs of high school teachers and others to those of medical students and public health workers. An abundance of flora and fauna and a mean Summer temperature of sixty-eight degrees are said to make the location of new mountain laboratory especially fortuitous.

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New Types Of School Buildings

"It is estimated that at the present time $3,000,000,000 is needed for new school buildings, and 251,000 additional classrooms are required in the country to meet the enrollment," declares Hubert C. Eicher, director of school buildings, Pennsylvania Department of Education. "I do not know of any more pressing problem in our education program which at the present time warrants more careful consideration and thorough study," he added. Explaining that the evolution in the educational system is bringing about a marked change in the type and design of school buildings, he went on to predict that "the next decade will see us face to face with school building problems which today are not even considered as a possibility."

Craftsman Guild Offers Scholarships

Every schoolboy in the United States between the ages of twelve and twenty is eligible to enroll without charge in the newly organized Fisher Body Craftsman's Guild. The Guild, which levies no dues, and is strictly non-commercial in character, is headed by William A. Fisher. It aims to inculcate in boys appreciation of, and competence in craftsmanship. Its bronze membership button and membership certificate are free to them. During the coming year the Guild will conduct a competition for all its members in the building of small replicas of the famous Napoleonic coach. The four national winners, two in the junior or 12-15 division, and two in the 16-20 division, will receive $5,000 four-year scholarships in any technical university they may choose; in addition the junior and senior winners in each state's competition will be given a trip to Detroit. There will be many other prizes. The Guild is especially anxious to place full particulars of its program in the hands of teachers. They, or any boy, may obtain descriptive literature by writing the Guild at General Motors Building, Detroit, or by requesting it from any General Motors dealer. Among the honorary judges in the contest are S. W. Stratton, president, Massachusetts Institute of Technology; D. S. Kimball, dean, college of engineering, Cornell University; Thomas S. Baker, president, Carnegie Institute of Technology.

Human Interest In School Books

Human interest appeals are now recognized generally as the first steps in instructing children, declares Dr. Mary Dabney Davis, specialist in kindergartens and primary schools, Office of Education. Insipid and frowning textbooks of long ago have receded for colorful and smiling story books of today, she said. A revolution has occurred in child training in recent years because education first begins with the dramatic. From rhymes, riddles and finger plays to pictures, poems and stories, the human mind develops to grasp readers and spellers and histories, and through the whole magnetic process the world of man unfolds in attractive, interesting and instructing books which send millions through the schools into the many and varied professions. Psychological studies into child life have revolutionized child training, and now coercion is displaced by intelligent persuasion, she stated. This persuasion is manifested in the subtleties of training and in the whole apparatus designed to lure a pliable mind; but underlying it all is the closer understanding of what best wins the attention of the child through which his instruction can be given most adequately.

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Refined Cannibalism

George—"Dad, what's the difference between cannibals and other folks?"

Father — "Cannibals, my son, eat their enemies; other people generally go no further than to live on their friends and relatives."

Only One of Them

Judge—"Do you wish to challenge any of the jury?"

Prisoner (ex-pugilist) — "Well, yer honor, I wouldn't mind havin' a round or two with that old bloke in the corner."

Confused With Bananas

Farmer—"This is my tobacco field. The flowers will bloom soon."

Lady Visitor—"How amazing! How long will it be before the cigars are ripe?"

More Than Likely

Montgomery had just purchased a fine old vase, and was endeavoring to impress his visitors with its antiquity. "Ah, it's a beauty! It belonged to General—er—General—er—what's his name?"

"Oh, ah, yes!" said a sarcastic friend, coming to his aid, "General Dealer, wasn't it?"

Readily Excused

He woke up with a "morning-after-the-night-before" head. So he rang up his employer at his home, and said: "I'm afraid I shan't be at the office today, I'm feeling very weak."

"That's all right," came the reply. "It's Sunday."

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Meetings To Be Held

OCTOBER

1-4: Girl Scouts, Inc., Mrs. J. H. Barnes, 670 Lexington Avenue, New York City: Indianapolis, Indiana.

9-11: Vermont State Teachers' Association, M. C. Parkhurst, 323 Pear Street, Burlington, Vermont: Rutland, Vermont.

17-19: Utah Education Association, D. W. Parratt, 316 Vermont Building, Salt Lake City, Utah: Salt Lake City, Utah.

16-18: Indiana State Teachers' Association, C. O. Williams, 205 Hotel Lincoln, Indianapolis, Indiana: Indianapolis, Indiana.

23-24: Maine State Teachers' Association, A. W. Gordon, Augusta, Maine: Bangor, Maine.

23-25: Montana Education Association, R. J. Cunningham, Box 217, Helena, Montana: Helena, Montana.

24: Connecticut State Teachers' Association, G. C. Swift, Watertown, Connecticut: Hartford, New Haven, Bridgeport, New London.

20-23: National League of Compulsory Education Officials, M. Andrew, 352 Court House, Memphis, Tennessee: Rochester, New York.

23-24: Ninth Annual Meeting of the Vocational Home-Makers, Broadview Hotel, East St. Louis, Illinois.

24-25: Tenth Annual Meeting of the Illinois Home Economics Association, Broadview Hotel, East St. Louis, Illinois.

27-31: American Public Health Association, Homer N. Calver, 370 Seventh Avenue, New York City: Fort Worth, Texas.

OCTOBER-NOVEMBER

30-November 1: Rhode Island Institute of Instruction, C. W. Bosworth, 77 Rolfe Street, Auburn, R. I.: Providence, Rhode Island.

30-November 1: Colorado Education Association, W. B. Mooney, 530 Commonwealth Avenue, Denver, Colorado: Grand Junction, Pueblo, Denver, Colorado.

30-November 1: Minnesota Education Association, C. G. Schulz, 162 West College Avenue, St. Paul, Minnesota: Minneapolis, Minnesota.

30-November 1: New Mexico Educational Association, C. B. Dyke, Short Hills, New Jersey: Atlantic City, New Jersey.

NOVEMBER

6-8: Association of Urban Universities, C. S. Marsh, University of Buffalo, Buffalo, New York: Philadelphia, Pennsylvania.

6-8: Kansas State Teachers' Association, F. L. Pinet, 315 West Tenth Street, Topeka, Kansas: Kansas City, Topeka, Hays, Hutchinson, Emporia, Parsons, Kansas.

6-7: New England Association of School Superintendents, S. Howard Chace, Beverly, Massachusetts: Boston, Mass.

6: Wisconsin Association of Mathematics Teachers, M. K. Johnson, 232 Broadway, Eau Claire, Wisconsin: Milwaukee, Wisconsin.

6-8: Wisconsin Teachers' Association, B. E. McCormick, Madison, Wisconsin: Milwaukee, Wisconsin.

8-11: New Jersey State Teachers' Association, C. B. Dyke, Short Hills: Atlantic City, New Jersey.

11-15: Missouri State Teachers' Association, E. E. Carter, Columbia, Missouri: Kansas City, Missouri.

13-15: Arkansas Education Association, H. L. Lambert, Little Rock, Arkansas: Little Rock, Arkansas.

13: National Committee for Mental Hygiene, C. W. Beers, 370 Seventh Avenue, New York City: New York City, New York.

13-15: West Virginia State Education Association, J. H. Hickman, Charleston, West Virginia: Clarksburg, West Virginia.

15-16: Delaware State Teachers' Association, R. Shilling, Milford, Delaware: Newark, Delaware.

19-20: Illinois City Superintendents' Association, C. Bruner, Kewanee, Illinois: Urbana, Illinois.

20-22: Illinois High School Conference, Arthur W. Clevenger, 109 Administration Building, Eastern University of Illinois, Urbana, Illinois: Urbana, Illinois.

23-26: South Dakota Education Association, N. E. Steele, Room 2, Perry Block, Sioux Falls, South Dakota: Sioux Falls, South Dakota.

24-25: New York State Teachers' Association, D. A. Searing, 617 North Goodman, Rochester, New York: Syracuse, New York.

25-26: Association of Public School Trustees of Virginia, F. Diehl, Farmville, Virginia. Richmond, Virginia.

27-29: Association of Teachers of Mathematics in Middle States and Maryland, Norma Sleight, Shippen School, Lancaster, Pennsylvania.

27-29: National Council of Teachers of English, W. W. Hatfield, 6705 Yale Avenue, Chicago, Illinois.

27-29: Texas State Teachers' Association, R. T. Ellis, 708 N. P. Anderson Building, Fort Worth, Texas.

28-30: Association of Colleges and Secondary Schools of the Middle States and Maryland, G. W. McClelland, University of Philadelphia, Philadelphia, Pennsylvania.

28-29: Central Association of Science and Mathematics Teachers, W. F. Roecker, 1439 Fourteenth Street, Milwaukee, Wisconsin: Milwaukee, Wisconsin.

28-29: Interfraternity Conference, A. E. Duerr, 149 Broadway, New York City: New York City, N. Y.

28-30: Southern Commercial Teachers' Association, Margaret B. Miller, Wheeler Business College, Birmingham, Alabama: Birmingham, Alabama.

28-29: California Kindergarten Primary Association, Florence Winter, City Hall, San Francisco, California.

28-29: Idaho Department of Superintendence, T. H. Hardy, Ashton, Idaho: Boise, Idaho.

28-30: Idaho Education Association, John I .Hillman, 331 Sonna Building, Boise, Idaho: Boise, Idaho.

28: Texas State Teachers' Association (Colored) John W. Rice, Odd Fellows' Building, Houston, Texas: San Antonio, Texas.

28: Virginia English Teachers' Association, E. Wiggins, 8 Vista Avenue, Lynchburg, Virginia: Richmond, Virginia.

29: Association of Modern Language Teachers of the Middle States and Maryland, M. I. Protzman, George Washington University, Washington, D. C., Atlantic City, New Jersey.

29: College Conference on English in the Central Atlantic States, K. J. Holtzknecht, Washington Square College, New York City: Atlantic City, New Jersey.

DECEMBER

1-5: Association of Colleges and Secondary Schools of the Southern States, G. E. Snavely, Birmingham-Southern College, Birmingham, Alabama: Atlanta, Georgia.

1-3: Southern Commission on Higher Institutions, T. H. Jack, Emory University, Georgia: Atlanta, Georgia.

4-6. New York State Association of District Superintendents, L. J. Howlett, Morrisville, New York.

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